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ABSTRACT

This syllabus, designed for use by administrators, program developers, and teachers, provides local education agencies with a framework for establishing a safety education progam in New York's public schools. Information is presented on education laws and commissioner's regulations regarding safety education, as well as philosophies, objectives, learner outcomes, and evaluation strategies for safety education programs. Topics covered in the syllabus include: (1) highway, traffic, and bicycle safety; (2) home safety; (3) recreational safety; (4) industrial and occupational safety; (5) school safety; (6) personal safety; (7) fire safety; (8) environmental safety; and (9) driver education. Interdisciplinary approaches to teaching safety education are suggested. Learner outcomes are listed in terms of identification, decision making and risk reducing behavior goals. Included in the appendix are the following: (1) state legislation; (2) a sample student accident report form; (3) Regents' goals for 1984; and (4) material on students with handicapping conditions. (CB)

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# SAFETY

# EDUCATION SYLLABUS
## Grades K-12

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The University of the State of New York
The State Education Department
Bureau of Curriculum Development
Albany, New York 12234
1986

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, N.Y. 12234

ASSISTANT COMMISSIONER FOR ESC EDUCATION PLANNING AND SUPPORT SERVICES

**To:** Persons with Responsibility for Implementing Safety Education Programs

**From:** Edward T. Lalor, Director, Division for Program Development
Michael C. Willie, Director, Division of Pupil Health and Fitness

This publication, *Safety Education Syllabus: Grades K-12* should serve as the basis for local curriculum development activities, such as:

- Review of State laws and regulations
- Review of current safety programs
- Development of local safety programs designed to meet the standards stated in the syllabus
- Selection of materials from each area
- Articulation of local safety programs offerings from level to level
- Evaluation of program and students.

Statistics show accidents are the leading cause of injuries and fatalities for school-age children. Accidents occur in a variety of environments and are produced by hazards such as unsafe conditions, or by a series of events, occurrences, or behaviors motivated by unsafe attitudes. Most hazards that cause accidents may be prevented or modified by risk-reducing behavior. Safety education provides the process by which students can learn to identify unsafe conditions, decide on the appropriate actions to take, and reduce the risks or hazards.

# SAFETY

## EDUCATION SYLLABUS Grades K-12

The University of the State of New York
The State Education Department
Bureau of Curriculum Development
Albany, New York 12234
1986

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## FOREWORD

*The Safety Education Syllabus: Grades K-12* contains Education Laws, Commissioner's Regulations, and Regents Goals, as well as the philosophy, objectives, learner outcomes, and evaluation strategies that provide the framework for local development of a comprehensive instructional program. The syllabus is intended for use by administrators, program developers, and teachers.

This syllabus was developed with the guidance of an Advisory Committee. Members were: Marilyn Aten, Professor, School of Nursing, University of Rochester, Rochester; Hayward Benning, New York State Governor's Traffic Safety Committee, Department of Motor Vehicles; Robert Brennan, Curriculum Specialist, Rensselaer-Columbia-Greene BOCES; Carol Conti, Teacher, Fyle Elementary School, Rochester; Evelyn Cooper, Principal, P.S. 37- Futures Academy, Buffalo; Richard Ellis, Executive Director, Driver and Safety Education Association of New York State; Leonard Gath, Associate Professor, State University College at Cortland; Henry McClemmon, Work-Study Coordinator, School 75, Buffalo; Paul McKee, Principal, Riverhead Senior High School, Riverhead; Donald Niver, Driver and Traffic Safety Coordinator, Steuben-Allegany BOCES; Sylvia Schechter, Director of Health and Physical Education, New York City Board of Education, Brooklyn; Helen Slutsky, Teacher, Roslyn Heights Elementary School, Roslyn Heights; Julia Van deWater, District Director of Media Resources, Freeport Public Schools, Freeport; Sharon Wilson, Teacher, Craig School, Schenectady; Thomas Wutz, Fire and Safety Education Awareness Specialist, Office of Fire Prevention and Control, New York State Department of State.

Project Manager for syllabus development was Joan L. Milowe, Associate, Bureau of Curriculum Development, assisted by Warren Moore, Assistant, Division of Pupil Health and Fitness. Project coordinators for the Bureau of Safety Education were Frank Beyer, Associate; Carl Friedman, Associate; and Stephen Pettersen, Assistant.

*Safety Education Syllabus: Grades K-12* was written with the help of the following writers: Anna Maria Bonaventura, Administrative Intern, Albany-Schenectady-Schoharie BOCES, Albany; Thomas Connelly, Assistant Principal, Roy C. Ketcham High School, Wappingers Falls; Carol Conti, Teacher, Fyle Elementary School, Rochester; Leslie Effman, Teacher, Harris Hill Elementary School, Clarence; Donald Gillies, Teacher, Clarence Central High School, Clarence; Samuel Glicksman, Health and Physical Education Supervisor, CSD 16, New York City; James Hall, Jr., Professor, York College, City University of New York; Arthur Menard, Teacher, Northeast Clinton Central School, Champlain; Rose Marie Ouderkirk, Administrative Assistant, Florida Union Free Schools, Florida; Kay Schrader, Teacher, Association for Retarded Children, Schenectady; Norma Shirley, Library/Media Specialist, Dutchess BOCES; Kathryn Sullivan, Teacher, Border City School, Geneva.

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## OVERVIEW

The major goal of education is to facilitate the development of students, enable them to reach their fullest potential as human beings, and prepare them to function effectively in a changing society. To accomplish this goal, the educational process should be diverse enough to accommodate the differences found in the intellectual, social-emotional, and physical development of each individual. By providing an environment in which maturation can take place, each student should have the opportunity to become a responsible, independent decision maker who has positive feelings of the worth of self and others. Each student should be prepared not only to survive in society but to be a creative, contributing member who will enjoy a positive lifestyle in a safe environment.

Health education, physical education, and safety education programs make an integral contribution to the educational process. The common responsibility of these programs is to provide opportunities for students to achieve the skills and attitudes that will allow them to attain an optimum quality of life through the development and maintenance of total well-being. These programs should be essential components of the overall educational process, providing knowledge-based experiences through which responsibility, decision making, and confidence are constantly nurtured. Health education, physical education, and safety education must be taught within a curricular framework that focuses on the activities, skills, and competencies that are necessary throughout life.

The preventive orientations of health education, physical education, and safety education are specifically designed to achieve the highest level of well-being, allowing each pupil to become all he or she is capable of being. Each of these programs contributes to the learning experiences that will help achieve the goals and subgoals of the Board of Regents for New York State students.

## RATIONALE

Education can enhance one's ability to survive, to lead a productive life, and to contribute to society. To survive, one must be able to respond appropriately to the infinite number of unsafe, personally threatening circumstances encountered in day-to-day living. Learning to function safely is an educational objective. Statistics show accidents are the leading cause of injury and fatality for school-age children. Accidents occur in a variety of environments and are produced by hazards such as unsafe conditions, or by a series of events, occurrences, or behavior motivated by unsafe attitudes. Most hazards that cause accidents may be prevented or modified by appropriate risk-reducing behavior. Safety education provides the process by which students can learn to identify unsafe conditions, decide on the appropriate actions to take, and reduce the risks or hazards.

For the purpose of this document, safety means a state or condition that results in minimal risk or risk-taking by an individual so as to avoid injury or fatality to self and others or damage to property. Safety in this context is a way of living. Functioning safely can lead one to a longer, more productive life and can enhance the quality and enjoyment of life.

The broad nature of the Regents goals illustrates not only a specific need for the inclusion of safety education but also an instructional rationale for an integrated approach to safety education instruction. Safety education, both by its content and its purpose, provides opportunities for students to achieve the requisite knowledge, skills, and behaviors that facilitate the individual's attainment of optimum qualities of life.

The following list shows how effective safety education instruction, with its predictable outcomes, can meet the Regents goals. Students will develop the ability to:

- Use logical and creative thinking to keep themselves and others safe,
- Identify and perceive potentially hazardous situations, apply problem-solving skills, select alternatives, and take appropriate action in order to avert or survive potentially dangerous situations,
- Recognize and comprehend safety messages that include signs, symbols, and directions,
- Comprehend and process information presented in various media formats in order to maintain safety for themselves and others,

- Interpret and understand oral and written safety information,
- Recognize and understand emergency directions, signs, and safety symbols used in other countries or languages,
- Understand, describe, and prepare verbal and written safety information,
- Communicate and act effectively in emergencies,
- Apply mathematical calculations to gather records, analyze statistical safety data, and make predictions based on that data,
- Locate, acquire, and organize information about safety gathered through inquiry techniques and library research skills,
- Use academic disciplines to do research, solve problems, and make decisions relative to safe living,
- Apply academic skills learned in reading, language arts, mathematics, history, science, and other skills to maintain safety,
- Trace and describe historical and social developments of safety services and social institutions,
- Use computers and other technology to gather and record information, to simulate and monitor unsafe conditions, and to test and solve problems relating to safety,
- Recognize and identify various cultural institutions such as museums, historic sites, and libraries as sources of information about safety,
- Acquire and use knowledge about political processes, economics, and social institutions pertaining to safety,
- Respect and practice basic civic values and acquire the knowledge, skills, and behaviors that perpetuate a democratic society whose goal is to insure a safe environment for its members,
- Understand that people of different cultural and social backgrounds, nationalities, sexes, religions, and abilities will have different values, beliefs, and attitudes relating to safety issues,
- Become aware of the ecological consequences of choices in the use of the environment and its natural resources and their effect on safety,
- Identify institutions and organizations devoted to the promotion or maintenance of safety,
- Assess career prospects in the safety occupations,
- Develop safe work habits, behaviors, and skills,
- Develop behaviors and skills enabling individuals to maintain the physical safety and well-being of self and others,
- Develop a commitment to lifelong learning and application of safety practices,
- Increase awareness of the needs of students with handicapping conditions relative to safety and specialized equipment or adaptations.

The development and design of this syllabus reflects the recognition of the importance of safety education as a part of the total school curriculum.

## SUMMARY OF LAWS AND REGULATIONS

Over the years, various laws have been passed mandating specific topics for safety education. In addition, Regulations of the Commissioner of Education have been promulgated to facilitate the translation of the laws into instructional practices in the schools. The following laws and regulations have been summarized for easy reading. Complete provisions of both are in the appendix of this syllabus.

### I. Education Law 806
### Commissioner's Regulation 107.1 (SAFETY EDUCATION)

A. What the Law and Regulation says.

The Regents shall prescribe courses of instruction to be maintained and followed in all schools.

Instruction in safety education must be provided in the areas of:

(1) Highway and traffic safety, and bicycle safety;
(2) Home safety;
(3) Recreational safety;
(4) Industrial and occupational safety;
(5) School safety.

B. When is instruction given?

Grades 1-9, not less than 30 periods or equivalent.

Grades 10-12, not less than 15 periods or equivalent.

C. Who teaches it?

Instruction is provided by classroom teachers.

D. How is instruction given?

As a special subject or as topics integrated within content areas or within special education classes.

### II. Education Law 808

Fire and Arson Prevention

A. What the law says.

The law establishes that instruction in fire and arson prevention be provided to all pupils in all schools.

B. When is instruction given?

Grades K-12, 45 minutes per month

C. Who teaches it?

Instruction is provided by classroom teachers or community resource personnel as designated by the principal.

D. Where is instruction given?

As a special subject or as topics integrated within content areas.

## III. Education Law 3623 and Commissioner's Regulation 156.3(h) (School Bus Drills)

A. What the law and regulation says.

School bus drills shall be provided, including instruction concerning emergency exits, fire extinguishers, and first aid equipment. Instruction must also include the safe boarding, riding, and disembarking from school buses during various weather conditions.

B. When is instruction given?

Three times a year
September – first week of school
November 1 – December 31
March 1 – April 30

C. Who teaches it?

Instruction is provided by classroom teachers and/or members of the transportation staff.

D. How is instruction given?

Instruction may be provided in the classroom or on a school bus.

## IV. Vehicle and Traffic Law 507
## Education Law 806-a

(Driver Education Elective)

A. What the laws says.

A student who elects and successfully completes an Education Department-approved driver education course, offered by a public or private secondary school, college, or university shall receive certification of such completion from the Department of Motor Vehicles. All school districts providing instruction in driver education shall include in such instruction a driver safety component with an emphasis on the effects of alcohol and drug use.

B. When is instruction given?

The driver education course may be taught during the school year or, with separate approval, during the summer.

C. Who teaches it?

Instruction is provided by persons approved by the Commissioners of the State Education Department and the Department of Motor Vehicles.

D. How is instruction given?

The course may only be taught according to the *Driver and Traffic Safety Education Policies* of the State Education Department and Rules and Regulations of the Commissioner of Motor Vehicles.

V. **Education Law 409-a**
**Commissioner's Regulation 141.10**
**(Eye Safety Devices for certain students and teachers)**

A. What the law and regulation says.

Schools will provide eye safety devices for the protection of students, employees, and visitors and require that such devices be worn whenever such persons are in dangerous proximity to a potential eye hazard.

B. When is instruction given?

Instruction should be given whenever persons in a school are in dangerous proximity to a potential eye hazard.

C. Who teaches it?

Instructional personnel.

D. How is instruction given?

Instruction may be provided in the classroom, shop, or laboratory.

The law and regulation require that instruction must be provided by school districts. These requirements constitute a nucleus of instruction and represent a portion of the safety education program. It is the responsibility of the Safety Education Coordinator to use the content of this syllabus to develop and implement a total program.

As part of the total education program, safety education must be provided to handicapped students, as appropriate, according to their individual needs. When the instruction is provided within regular classes, such students may need instructional and material modifications to provide the opportunity to meet requirements. Instruction in safety education may also be provided within special education settings.

Safety education is a discipline of extraordinary scope. It helps students to acquire the skills necessary to maintain and enhance the quality of life. Because potential dangers present risks that challenge survival, students must be taught how to identify risks, make decisions, and take appropriate actions to reduce risks. The relationship between the realities of daily living and the topics addressed by safety education require a comprehensive approach to instruction. School district personnel developing programs must be cognizant of the legally mandated topics and insure adequate instruction in these areas.

This syllabus is a guide to help educators develop a curriculum for effective safety education instruction throughout New York State. Rather than limiting their efforts to the State's minimum requirements however, more is necessary if a complete and effective safety program is to be developed and implemented.

To guide the curriculum developers, objectives and learner outcomes should require that students be able to:

- Identify and demonstrate an understanding of safe and unsafe conditions,
- Make appropriate decisions,
- Take action to reduce risks.

## THE SAFETY EDUCATION PROGRAM

The safety-conscious person will demonstrate the ability to effectively reduce or avoid risks, danger, and unsafe conditions.

A strong safety education program should be based upon New York State legislation, advice from safety professionals, educators, concerned groups and individuals, and a review of current materials from across the nation.

In order to guide the program developer, some common safety problems have been identified along with appropriate risk-reducing learner outcomes. This list is not intended to be all-inclusive but, rather, to suggest a framework from which the local district may plan to meet the needs of all students, including those with special needs. It includes safety needs noted by many districts throughout the State, in addition to those noted in the laws and regulations.

1. Highway Safety, Traffic Safety, Bicycle Safety
   a. Pedestrian
   b. Passenger
   c. Driver education
2. Home Safety
   a. Falls
   b. Poisons and chemicals
   c. First Aid
   d. Consumer
   e. Electrical
   f. Housekeeping and cooking
   g. Special occasions
3. Recreational Safety
   a. Play at home or school
   b. Seasonal
4. Industrial and Occupational Safety
   a. Workspace and tools
   b. Well-being of worker
5. School Safety
   a. School bus riders, walkers, public transportation
   b. Field trips
   c. Shops, labs, studios
   d. Emergency procedures
6. Personal Safety
   a. Home
   b. School
   c. Community
7. Fire Safety
   a. Home
   b. School
   c. Community
8. Environmental Safety
   a. Weather and natural disasters
   b. Unsafe areas
   c. Signs and signals

## LEARNER OUTCOMES

### HIGHWAY SAFETY, TRAFFIC SAFETY, BICYCLE SAFETY

Students will identify, make decisions and take actions to reduce the risks associated with various modes of travel.

Students will be able to:

1. Identify factors that contribute to pedestrian safety,
2. Describe their responsibilities as a passenger and as a driver of a vehicle,
3. Describe their responsibilities as a bicycle driver,
4. Discuss behaviors appropriate when using public transportation either for travel locally or for vacation.

### HOME SAFETY

Students will identify, make decisions and take actions to reduce the risks associated with hazards found in the home environment.

Students will be able to:

1. Identify and explain those factors that may contribute to falls,
2. Identify and describe the proper use and safe storage of household products,
3. Explain and demonstrate basic first-aid techniques,
4. List the precautions a consumer must take when purchasing and using items commonly found in the home,
5. Identify and discuss electrical hazards and other factors that contribute to home fires,
6. Explain the importance of maintaining a clean environment for food preparation and storage,
7. Identify and explain safety considerations for the home associated with special celebrations or holidays.

### RECREATIONAL SAFETY

Students will identify, make decisions and take actions to reduce the risks associated with participating in various recreational activities.

Students will be able to:

1. Identify and discuss safe and appropriate places to play in the home and school environment, whether supervised or unsupervised,
2. Describe and discuss selection and use of toys and equipment that are age-appropriate,
3. Discuss the necessity to wear appropriate apparel,
4. Discuss the equipment essential for safe participation in various games or sport activities,
5. Identify and discuss the effects of the environmental conditions unique to each season.

### INDUSTRIAL AND OCCUPATIONAL SAFETY

Students will identify, make decisions and take actions to reduce the risks associated with work-related activities.

Students will be able to:

1. Discuss various types of employment,
2. List safety practices relevant to the various types of employment,
3. Discuss the importance of selecting appropriate tools for a job and of storing them properly,
4. List appropriate apparel and personal protection required for the safe use of machinery or tools,
5. List the environmental and physical conditions that may affect work performance,
6. Discuss the need for personal cleanliness and cleanliness of the work place,
7. List and discuss the factors that may affect the worker in the performance of a job.

### SCHOOL SAFETY

Students will identify, make decisions and take actions to reduce the risks associated with the school environment.

Students will be able to:

1. Explain and demonstrate appropriate behaviors when walking or using school and public transportation systems,
2. Describe behaviors appropriate for field trips,

3. Identify and list precautions necessary for safety in shops, labs, and studios,
4. Describe and demonstrate emergency procedures.

**PERSONAL SAFETY**

Students will identify, make decisions and take actions to reduce the risks associated with hazardous situations arising at home, in the school, or in the community.

Students will be able to:

1. Demonstrate appropriate responses to unknown persons when at home alone,
2. Discuss appropriate actions to take in the event of an emergency,
3. Identify and discuss conditions of abuse and neglect,
4. Identify and describe situations that could lead to abduction,
5. Identify and describe risks arising from interaction with people or groups,
6. Discuss how the misuse of alcohol, medicines, and other substances relates to personal and community safety,
7. Discuss the purposes of identified support agencies and groups.

**FIRE SAFETY**

Students will identify, make decisions and take actions to reduce the risks associated with fire.

Students will be able to:

1. Identify a variety of conditions in the home, school and community that may lead to fires,
2. Describe procedures to follow in the event of fire in the home, the school, and the community,
3. Discuss preventive measures that may reduce the risk of fire and arson.

**ENVIRONMENTAL SAFETY**

Students will identify, make decisions about, and take actions to reduce the risks associated with environmental conditions.

Students will be able to:

1. Discuss precautions and list procedures to follow in the event of dangerous weather conditions or natural disasters,
2. Identify and describe environmental areas where the potential of risk is present,
3. Identify and explain the signs and symbols that designate unsafe areas.

**DRIVER EDUCATION (ELECTIVE)**

Students will identify, make decisions about, and take actions to reduce the risks associated with driving.

Students will be able to:

1. List and discuss the mental, physical, and emotional behaviors that enable them to become safe, efficient users of the roads,
2. Discuss environmental factors that contribute to safe driving,
3. Discuss effects of alcohol and other substances on a driver,
4. Identify and relate their responsibilities to other highway users, including pedestrians and bicyclists,
5. Discuss special considerations for drivers of recreational vehicles and trailers.

## INSTRUCTIONAL CONCEPTS

Mandated safety education content, together with educational goals and learner outcomes, form the foundation for building an effective curriculum. In order to insure effective instruction and a meaningful curriculum, there are several important educational concepts that must be considered. The three concepts guiding this syllabus are Identification, Decision Making, and Risk Reduction.

### The Three-Step Process

An effective safety education curriculum will contain instructional goals and objectives based upon the three-step process of Identification, Decision Making, and Risk Reduction. Using this three-step process, a list of related skills can be developed as follows:

- **Identification** (The recognition that an activity or condition could produce injury)

Develop the ability to gather, analyze, and use data for the purpose of identifying high-risk situations.

Develop the ability to recognize attitudes, behaviors, and understandings needed to achieve risk reduction.

- **Decision Making** (The use of information to formulate a plan of action)

Develop the ability to set goals, and identify steps and resources to accomplish them in order to reduce risk.

Develop the ability to choose among options and alternatives in order to reduce risk.

- **Risk Reduction** (The taking of appropriate action to minimize injury to self and others)

Develop the ability to implement decisions and reduce risks.

All of the learning outcomes and processes are appropriate at each grade level. While additional outcomes should be identified that may be relevant to certain grade levels or local needs, the importance of having a total instructional program for safety education is emphasized.

## SCOPE AND SEQUENCE

As in other disciplines, the effective teaching of safety education demands a strategy of instruction relative to scope and sequence. Instruction is particularly effective if content, activity, and evaluation are consistent with the known growth and development characteristics of the students. Thus, organizing content and topics is vital.

This section of the syllabus includes examples of safety education content, developed in a scope-and-sequence order, relating to growth and development characteristics of K-12 students. The statements of various topics and concepts also follow the three-step process of learning, which is vital to insuring effective outcomes of safety education:

1. Identification
2. Decision Making
3. Risk Reduction

### The Student's Environment

From infancy, students are living at risk and are contending with a series of unsafe situations that may threaten their very existence. Beyond the established content or concept-focused scope and sequence, there is a special need to assure that what is being taught is relevant to the students' lives. To achieve this relevance, the teacher must be aware of the student's environment. In order to determine this, certain information must be available to the teacher. This information will enable the teacher to modify and adjust instruction to meet the learning needs of the pupils. This information may be obtained either informally or formally, orally or in writing. A series of questions can be created, such as:

1. Where do you live?
2. What kind of dwelling do you live in?
3. Describe members of your household.
4. How do you get to school?
5. Where do you play?
6. What hobbies do you enjoy?
7. Do you have a handicapping condition that requires the use of special equipment or devices that restrict or limit your movement?
8. What are your favorite activities?
9. What work or chores do you do?
10. Do you have pets?
11. What kinds of toys do you play with?

These sample questions and statements indicate the data that can be collected. The information should be complete enough to allow the teacher to appropriately adapt the scope and sequence of the safety education curriculum in the local district.

The next task is to review each of the safety content areas. In addition to required content, this review should result in choices being made as to what other safety education instruction will best serve the needs of the students. This means that in some locales five-year-olds must be taught concepts relating to urban traffic concerns, while elsewhere the priority may be suburban or rural traffic concerns. In one environment, there may be a need for drug information to be discussed with teenagers, and in another environment, it may be appropriate for first graders.

Curriculum development of safety education is dynamic in nature and allows for the constantly changing needs of the student. Students may have widely varying safety education-related learning needs. It is futile for the teacher to assume that any fixed scope and sequence will adequately respond to all the critical risk-reduction needs students have. Adapting the curriculum will insure that students have an optimum chance to learn how to identify risks effectively, make decisions, and take appropriate actions to reduce risks in their daily lives. Teachers should be aware that all curricula must include information about, and awareness of, the disabled.

The Safety Education Coordinator should be able to follow the continuity of a concept from elementary school through junior and senior high school and to observe how the concept builds in sophistication.

The following pages of this document illustrate how the safety education program content areas have been developed in accordance with the *Learner Outcomes* section.

## Highway Safety, Traffic Safety, and Bicycle Safety Learner Outcomes

**1. Identify factors that contribute to pedestrian safety**

| | Identification | Decision Making | Risk-Reducing Behavior |
|---|---|---|---|
| **K-3 Students: Dependent on parent and teacher** | Identify categories of vehicles with which they interact as pedestrians. | Walk close to adults when near moving vehicles. | Keep away from moving vehicles. |
| **4-6 Students: Partially independent** | Recognize how weather and light affect visibility. | Recognize how color of clothing affects visibility. | Select appropriate dress for maximum visibility. |
| | Recognize that persons walking on the side of the road cause drivers to react. | Walk on the side of the road facing traffic. | Observe drivers and take action as necessary. |
| | Recognize that persons with handicapping conditions (in wheelchairs, with guide dogs, etc.) may not be as visible as other pedestrians. | Consider ways to increase visibility. | Attach markers or other devices to chair or dog to increase visibility. |
| **7-8 Students: Independent but strongly affected by peers** | Recognize that vehicle speed and movement affect pedestrian safety. | Wait for traffic to stop or slow down. | Cross safely when and where appropriate. |
| **9-12 Students: Independent but assume responsibility for self and others** | Recognize that other highway users may not be aware of their presence as pedestrians. | Aid other highway users in becoming aware of presence. | Select and wear reflective devices or clothing. |
| | Recognize need for laws and regulations. | Comply with laws and regulations. | Help others to comply with laws and regulations. |

## Home Safety Learner Outcomes

**2. Identify and describe the proper use and safe storage of household products**

| | Identification | Decision Making | Risk-Reducing Behavior |
|---|---|---|---|
| **K-3 Students: Dependent on parent and teacher** | Recognize that some household products and substances are dangerous to their health. | Consult with responsible adult before ingesting any unfamiliar substance or medicine. | Avoid ingesting any medicines or unfamiliar substances. |
| | Recognize symbols for poisonous and/or dangerous substances. | Realize the danger of substances carrying danger or poison symbols. | Stay away from any substances carrying poison or danger symbols. |
| | Can specifically name some dangerous household products and substances. | Realize some products require special care. | Handle dangerous products with special care. |
| **4-6 Students: Partially Independent** | Read warning labels. | Understand the need to follow instructions on labels. | Follow special instructions for use. |
| **7-8 Students: Independent but strongly affected by peers** | Recognize the effects of inappropriate use. | Understand when misuse requires emergency treatment. | Always keep dangerous substances in original and well-marked containers. |
| | Locate emergency instructions found on container. | Understand when immediate at-home treatment is necessary. | Seek appropriate emergency help while following instructions on container. |
| | Recognize the importance of properly storing dangerous products in their original containers. | Understand dangers of removing products from their original well-marked containers. | Always keep dangerous substances in original and well-marked containers. |
| **9-12 Students: Independent but assume responsibility for self and others** | Identify service agencies in community that provide appropriate emergency care. | Gather information about emergency training courses. | Enroll in appropriate emergency training course. |
| | Identify need in neighborhood or community for each home to have a list of medical emergency phone numbers. | Organize group to gather list of medical emergency phone numbers. | Print and distribute list of medical emergency phone numbers. |

## Recreational Safety Learner Outcomes

**5. Identify and discuss the effects of the environmental conditions unique to each season**

| | Identification | Decision Making | Risk-Reducing Behavior |
|---|---|---|---|
| **K-3 Students: Dependent on the parent and teacher** | Recognize potential dangers of water. | Consult with responsible adult before entering water. | Swim only when accompanied by a qualified person. |
| | Recognize level of swimming ability. | Express desire to improve swimming ability. | Participate in swimming lessons. |
| | Identify "Swim" and "No Swimming" areas. | Understand dangers associated with "No Swimming" areas. | Swim only in designated areas. |
| **4-6 Students: Partially independent** | Name and understand water safety rules. | Understand consequences of disregarding water safety rules. | Respect and follow water safety rules. |
| | Recognize importance of never swimming alone. | Understand potential dangers of swimming alone. | Swim with a "buddy." |
| **7-8 Students: Independent but strongly affected by peers** | Recognize dangers of hypothermia. | Recognize symptoms of hypothermia. | Avoid exhaustion and prolonged exposure to cold. |
| | Identify some life-saving techniques. | Desire to learn life-saving techniques. | Learn life-saving techniques. |
| | Identify resources for developing further water skill competencies. | Enroll in "Jr. Life Saving" or "Life Saving" class | Earn "Jr. Life Saving" or "Life Saving" certificate. |
| **9-12 Students: Independent but assume responsibility for self and others** | Know laws and regulations governing safe boating. | Exercise good judgment about safety of water and weather conditions when boating. | Follow the rules of the waterways. |

## Industrial and Occupational Safety Learner Outcomes

**3. Discuss the importance of selecting appropriate tools for a job and of storing them properly**

| | Identification | Decision Making | Risk-Reducing Behavior |
|---|---|---|---|
| **K-3 Students: Dependent on parent and teacher** | Identify that work area needs to be clear. | Understand importance of picking up after themselves. | Place toys and tools in proper storage area when finished. |
| | Identify scissors as a potentially dangerous tool. | Realize that harm to self or others may be caused by scissors. | Carry and use scissors properly. |
| **4-6 Students: Partially Independent** | Identify the power lawn mower as potentially dangerous tool. | Realize proper clothing is necessary when a lawnmower is used. | Wear protective apparel and operate machine with caution. |
| **7-8 Students: Independent but strongly affected by peers** | Identify the responsibilities that accompany a job. | Realize importance of responsibility towards duties. | Complete all duties in responsible manner. |
| **9-12 Students: Independent but assume responsibility for self and others** | Identify responsibilities involved in various jobs. | Realize importance of keeping area free of debris and clutter. | Keep work area clean and neat, reducing risk of injury to self and others. |

## School Safety Learner Outcomes

**4. Describe and demonstrate emergency procedures**

| | Identification | Decision Making | Risk-Reducing Behavior |
|---|---|---|---|
| **K-3 Students: Dependent on parent and teacher** | Recognize that emergency procedures are taking place (e.g., fire alarm). | Understand importance of staying with group or in an assigned area. | Remain with group or in assigned area. |
| | | Understand importance of orderly conduct during emergency procedures. | Behave in orderly fashion. |
| | | Understand danger of staying in building. | Leave building. |
| **4-6 Students: Partially independent** | Identify fire alarm and extinguishers as emergency equipment. | Understand dangers involved in improper use of equipment. | Select appropriate equipment. |
| | Identify services provided by emergency agencies. | Understand need to notify appropriate persons or agencies in emergency. | Notify appropriate person or agency. |
| **7-8 Students: Independent but strongly affected by peers** | Identify location of fire alarms and extinguishers. | Understand proper use as well as consequences involved in improper use. | Use only in emergencies. |
| | Recognize symptoms of unconsciousness. | Understand implications of moving an unconscious victim. | Move unconscious victim only in life-threatening situation. |
| **9-12 Students: Independent but assume responsibility for self and others** | Recognize the need to learn first-aid procedures | Decide to enroll in first-aid course. | Demonstrate the ability to apply basic first-aid knowledge in an emergency. |

## Personal Safety Learner Outcomes

**1. Describe appropriate responses to unknown persons when at home alone**

| | Identification | Decision Making | Risk-Reducing Behavior |
|---|---|---|---|
| **K-3 Students: Dependent on parent and teacher** | Identify responsibility when home alone. | Understand the danger of opening door to unknown person. | Do not respond to doorbell or knock on door. |
| | | Understand the danger of indicating over the phone that the student is home alone. | Respond that parent is unable to come to phone at that time. |
| **4-6 Students: Partially independent** | Identify the importance of knowing how to contact parent/ guardian. | Realize the importance of knowing phone number where parents or guardian can be reached. | Contact parents or guardians for help, when necessary. |
| **7-8 Students: Independent but strongly affected by peers** | Recognize importance of not inviting unknown persons home without parental permission. | Understand the possible need for adult intervention should an unknown person enter the home environment. | Do not open door to unknown persons. Contact parent or guardian when necessary. |
| **9-12 Students: Independent but assume responsibility for self and others** | Recognize their responsibility to siblings when parents or guardians are not at home. | Understand need for immediate action during emergencies. | Respond appropriately to emergency situation and show leadership. |

## Fire Safety Learner Outcomes

**1. Identify a variety of conditions in the home. . . that may lead to fires**

| | Identification | Decision Making | Risk-Reducing Behavior |
|---|---|---|---|
| **K-3 Students: Dependent on parent and teacher** | Recognize hazards and dangers of fire. | Understand the need for practice fire drills. | Encourage and participate in home fire drills. |
| | Identify appropriate adult to whom fire should be reported. | Understand the need to report fire immediately. | Report fire to appropriate adult immediately. |
| **4-6 Students: Partially independent** | Identify potential home fire hazard. | Recognize the need for home fire safety inspections. | Participate with family in fire safety inspections. |
| | Know some fire safety techniques. | Want to learn how to perform some fire safety techniques. | Practice the stop, drop, and roll procedures and the crawls when smoke is present. |
| **7-8 Students: Independent but strongly affected by peers** | Locate local fire emergency number. | Understand the importance of posting the fire emergency number. | Post the fire emergency number near all family phones. |
| | Recognize holiday fire hazards. | Understand the necessity for special caution during the holidays. | Use flashlights and U.L. – approved electrical lights instead of candles. |
| | Identify need for home fire escape routes. | Encourage families to survey home for escape routes. | Make map of home fire escape routes. |
| **9-12 Students: Independent but assume responsibility for self and others** | Identify fire and smoke detection devices. | Understand the need for detection devices. | Purchase and install smoke and fire detection device. |
| | Recognize dangers associated with careless smoking during parties or holidays. | Encourage safe smoking practices of smokers at home. | Insure that all smoking material are extinguished completely before being discarded. |

## Environmental Safety Learner Outcomes

**1. Discuss precautions and list precedures to follow in the event of dangerous weather conditions or natural disasters**

| | Identification | Decision Making | Risk-Reducing Behavior |
|---|---|---|---|
| **K-3 Students: Dependent on parent and teacher** | Identify adverse weather conditions. | Understand that varying weather conditions require protective clothing. | Wear appropriate apparel. |
| | Recognize the need to seek appropriate shelter in dangerous weather conditions. | Understand which shelters provide the best protection. | Seek appropriate shelter. |
| **4-6 Students: Partially independent** | Recognize the need for precautionary measures in dangerous weather. | Understand the hazards of not following precautionary measures. | Practice appropriate techniques to avoid injury during dangerous weather. |
| **7-8 Students: Independent but strongly affected by peers** | Recognize that extreme weather conditions may require emergency procedures. | Understand the necessity for cooperation and adherence to appropriate emergency procedures. | Follow evacuation routings and be responsible for those who require assistance. |
| **9-12 Students: Independent but assume responsibility for self and others** | Identify the service agencies and emergency broadcast systems that assist communities in emergencies. | Understand the need for immediate cooperation in an emergency. | Cooperate and assist service agencies and volunteers during emergencies. |

## INTERDISCIPLINARY APPROACH TO SAFETY EDUCATION

Since the need for safety awareness so permeates our daily lives, a consistent, comprehensive K-12 program is essential. Although safety education can be organized as a distinct discipline, it transcends the boundaries of all subject areas. The responsibility for the instruction of safety education lies with all teachers.

Teachers of special education are also sources of information and assistance for working with students with handicapping conditions who are appropriately placed in regular education classes. Safety education may also be included within special class settings that will increase opportunities for interdisciplinary activities.

It is possible to cross many disciplines in a single lesson. The student who gives an oral report in music class including information about electrical instrument safety may deal with problem solving, research, use of a variety of resources, reading, writing, and public speaking. The possibilities are endless.

The following pages provide examples of how safety may be integrated throughout the various disciplines. Each district may expand these examples to create a comprehensive program relevant to its needs. Consistency with the three-step process of Identification, Decision Making, and Risk-Reduction will help to develop a meaningful interdisciplinary program.

| K-6 | Highway Safety, Traffic Safety, and Bicycle Safety | Home Safety | Recreational Safety | School Safety |
|---|---|---|---|---|
| ART | Make a display of highway, traffic, and bicycle safety. | Draw before and after pictures of unsafe conditions in the home. | Illustrate safe seasonal activity such as designing a safe Halloween costume. | Enter poster contest for fire prevention. |
| ENGLISH/LANGUAGE ARTS | Locate fiction books with themes on highway, traffic, and bicycle safety. | Design a home safety questionnaire. | Write a short play demonstrating safe recreational activities. | Write questions for interviewing a custodian. |
| FOREIGN LANGUAGE | Compare the traffic rules of the United States and another country. | Discuss safety factors related to different types of homes around the world. | Write a skit using vocabulary items and phrases regarding recreational hazards. | Read stories dealing with school safety set in a foreign country, e.g., *Madeleine*. |
| HOME AND CAREER SKILLS | Identify approved child safety seats. | Identify safety labels on home cleaning products. | Differentiate between safe and unsafe toys. | Survey school for unsafe conditions. |
| MATHEMATICS | Compare local vehicular accident statistics with national statistics. | Compare costs of home fire detectors and extinguishers. | Design community recreation areas based on geometric shapes. | Compare the number of school accidents this year to last year. |
| MUSIC | Discuss the effect of volume of radios or tape players on driver safety. | Describe safe electrical set-ups for a musical group. | Debate how portable radio usage can add to or detract from recreation pleasure. | Compose a song about school safety. |
| PHYSICAL EDUCATION | Plan and conduct a bicycle skill activity. | Identify home activities that contribute to fitness. | Practice warm-ups to test for cardiovascular rate. | Mark off designated safe areas for viewers at athletic events. |

| 7-12 | Highway Safety, Traffic Safety, and Bicycle Safety | Home Safety | Recreational Safety | School Safety |
|---|---|---|---|---|
| HEALTH | Relate the effects of alcohol and drugs on driver alertness. | Become familiar with appropriate home first aid, methods, needs, and uses. | Discuss treatment of insect bites. | Recognize services provided by the school health personnel. |
| SCIENCE | Compare traffic speed and stopping distance, velocity and inertia. | List dangerous components of cleaning products. | Describe precautions necessary for safe use of chemistry labs. | Predict effects of asbestos and air pollutants on the respiratory system. |
| SOCIAL STUDIES | Discuss the need for laws and rules in the transportation system. | Administer home safety survey with family and discuss results. | Compare protective motorcycle apparel with protective bicycle apparel. | Review school safety rules. |
| TECHNOLOGY EDUCATION/ INDUSTRIAL ARTS | Organize a bicycle safety check. | Clean and replace tools and equipment for proper storage. | List the protective apparel that should be available in the home shop. | Make use of protective apparel and equipment in shops or labs. |
| LIBRARY | Use almanac to compare causes and statistics of accidents. Display data in chart form. | Locate resources and summarize information on home safety. | Write, illustrate, and bind a booklet about local recreational areas. | Videotape student interview with principal or school custodian about school safety. |
| COMPUTER LITERACY | Develop a software program regarding highway, bicycle, and pedestrian practices. | Use computer to enter and analyze data regarding safety in the home. | Use a computer graphics program to design a cover for class-made booklet concerning hazards found in recreational areas. | Record dates of school fire drills and compare rates of building time evacuation. Make graph and report. |

| K-6 | Industrial and Occupational Safety | Personal Safety | Fire Safety | Environmental Safety |
|---|---|---|---|---|
| HEALTH | Discuss occupational and health hazards. | Describe safe behaviors in threatening situations. | Learn first aid for burns | Write essay on poisonous household plants. |
| SCIENCE | Discuss the proper handling of toxic substances. | Study effects of the abuse of alcohol and drugs on the body. | Research incidents of spontaneous combustion. | Study effects of acid rain. |
| SOCIAL STUDIES | Report on accidents and their causes in the work place. | Participate in Big Sister and Big Brother programs in school. | Discuss civic responsibility for false alarms and arson. | Study socio-economic effects of contaminated waste storage. |
| TECHNOLOGY EDUCATION/ INDUSTRIAL ARTS | Explore careers in safety. | Learn to use emergency equipment when needed. | Make posters illustrating storage and disposal of flammable materials. | Write a report on carcinogens in the environment. |
| LIBRARY | Contact local industries and obtain copies of their written safety rules. Post in library. | Develop a bibliography of local emergency service agencies. Include titles, addresses, phone numbers, synopses of services. | Locate and obtain sound filmstrips, kits, and prints on fire safety. After viewing, listening, and reading, list several risk-reducing activities. | Locate recent information on environmental safety issues in periodicals. |
| COMPUTER LITERACY | Visit local industry to see how computers are used to monitor safety in an industrial setting. | Use computer database to locate safety resources available through library network system. | Invite representatives from fire department to discuss how computers are used to locate and monitor fires. | Use word processing program to write report on safety in the environment. |

| 7-12 | Industrial and Occupational Safety | Personal Safety | Fire Safety | Environmental Safety |
|---|---|---|---|---|
| ART | Design safety reminders to post in potentially unsafe areas. | Design an I.D. packet for K-6 students. | Store and label combustible art materials in appropriate containers. | Design posters illustrating safe conservation practices. |
| ENGLISH/LANGUAGE ARTS | Hold panel discussion on current occupational safety problems based on research. | Collect information and report on current personal safety problem. | Write and perform skits depicting emergency procedures. | Research and report on an environmental safety issue specific to this community. |
| FOREIGN LANGUAGE | Write a report regarding an occupational hazard found in a selected country. | Write and role play a telephone conversation in a second language regarding a potentially dangerous personal situation. | Design a safety poster using the second-language vocabulary | Compare environmental problems of the United States and other countries. |
| HOME AND CAREER SKILLS | Identify specific precautionary measures that prevent contamination of packaged foods. | Develop a guide called *"Tips for Babysitters"*. | Identify fabrics that are flame retardant and discuss. | Discuss how energy can be conserved in the home. |
| MATHEMATICS | Compare statistics of accidents incurred in various occupations. | Study statistics of teenage drinking age and auto accidents. | Time the length of a fire drill. | Make a graph of fatalities related to natural disasters. |
| MUSIC | Study methods to reduce noise pollution. | Write words to a song honoring a community helper. | Write songs and jingles for "stop, drop, and roll." | Research pop music dealing with conservation. |
| PHYSICAL EDUCATION | Demonstrate proper techniques for lifting. | Learn self-defense techniques. | Practice rope and ladder-exiting. | Survey athletic fields for unsafe conditions. |

# ADMINISTRATOR'S GUIDE FOR IMPLEMENTING SAFETY EDUCATION

Safety education must be part of the K-12 curriculum. Aspects of the proposed comprehensive approach to this topic, as outlined in this syllabus, are mandated to be taught by various laws and regulations (see Appendix). Each local educational agency is responsible for insuring that safety education is taught in its schools. In addition to the legal mandate to teach safety education, community concern, community need, the occurrence of accidents, the proximity of danger, and unsafe conditions compel such instruction. To accomplish this goal, a plan must be prepared and instituted. This section of the syllabus outlines particular planning steps to be taken and discusses other administrative aspects for the implementation of an effective safety education program.

## District Plan for Safety Education

A school district must develop a comprehensive plan for teaching the legally mandated aspects of safety education. In addition to the plan, there must be specific evidence that the mandated safety education is taking place. Commitment to quality safety education can be demonstrated by developing and having on file a comprehensive plan for teaching a total safety education program.

Developing a comprehensive plan and its associated documents, including curricula, records of instruction, related committee recommendations, accident reports, etc., will insure that safety education has the optimum chance for being effective.

## District Safety Education Coordinator

The successful implementation of an effective safety education plan and curriculum requires professional knowledge, judgment, motivation, and time. Therefore, school districts are encouraged to designate a Safety Education Coordinator, whose responsibility is to develop, implement, administer, and coordinate a comprehensive safety education program. This person will need to maintain a working relationship with administrators, teachers, and support staff. This working relationship can be extended to include community organizations, agencies, and business and industry representatives.

In addition, the Coordinator must be prepared to develop and implement an inservice program for all who are involved in providing safety education. Further, the Coordinator must be prepared to establish clearly defined roles, responsibilities, lines of authority, and communication.

## District-Level Advisory Committee

The district should establish an Advisory Committee, which will guide the development of a safety education plan and program. This committee will also be responsible for the relevance and timeliness of the program or instruction. The local Board of Education, through its Superintendent, will appoint such an Advisory Committee, which may be composed of:

- Board of Education representatives,
- Building and special education administrators,
- Special education teachers,
- District Safety Education Coordinator,
- Supervisors of safety, health, and physical education,
- Elementary and secondary classroom teachers,
- Students,
- Building and grounds supervisors,
- Food services personnel,
- Parents,
- Representatives of community organizations.

The committee may also use the resources and technical assistance of other educational institutions such as Boards of Cooperative Educational Services, Special Education Training and Resource Centers, colleges, etc.. In carrying out its responsibilities, the committee may wish to:

- Review State-level documents,
- Consider local district needs,
- Review existing district programs,
- Make recommendations for program development,
- Identify resources,
- Identify inservice training needs of staff.

An effective District Advisory Committee can insure a meaningful and relevant safety education program in the school district.

## Safety Education Program Design

In the administrative process of implementing safety education, careful consideration must be given to program design in order to insure quality instruction and meaningful educational outcomes. A well-designed

safety education program will contain the identical elements of an effective mathematics, science, or English program.

Critical to the success of the program are:

- Qualified and effective leadership,
- Well-chosen staff to plan, implement, and evaluate,
- Budgeting resources,
- Coordination and correlation within and between disciplines and program components,
- Community, administration, and teacher support.

In addition to these points, there are other important program design aspects that should be considered. Some of these aspects are:

- Meeting legal mandates,
- Meeting the needs of all students,
- Meeting measurable outcomes.

The major concern of the safety education program is to help the learner identify risks, make decisions, and take actions to reduce risk in their daily lives.

## THE USE OF RESOURCES

Teachers strive to provide students with the skills to become lifelong learners. Such skills include the ability to locate, select, interpret, and use information appropriate to their needs, to make decisions based on knowledge, and to assess probable outcomes of given situations. Students, therefore, need to learn methods of research and inquiry that use current technologies for their academic, occupational, and personal needs. Schools can and should provide access to such technology to all students and teachers.

Responsibility for one's own safety and the safety of others is a primary goal of the safety education program. Students will need to make independent and group decisions based on information, knowledge, attitudes, and assessment of risks and outcomes. The use of all forms of media, including computers, is encouraged.

The media specialist and the classroom teacher who plan activities together can provide students with a variety of experiences to implement research. It is through interactive planning and interdisciplinary considerations that an adequate collection of library resources for safety education are identified.

There are a vast number of federal, state, and local agencies; support groups; and private organizations that should be considered as other sources of information.

## EVALUATION

Evaluation is an ongoing activity in which all individuals participate continuously. This section of the syllabus will examine and discuss aspects of evaluation.

A program evaluation should include:

- A needs assessment of the current program that:
  - Determines what is mandated,
  - Determines what is being done,
  - Determines the safety needs of the district and the community,
  - Determines what modifications are necessary.
- A plan for developing a safety education program that:
  - Identifies the relationship of goals and objectives to recognized needs,
  - Identifies the relationship of program scope, sequence, and emphasis to recognized needs,
  - Identifies the strengths and weaknesses of the anticipated program,
  - Identifies provisions for students with handicapping conditions.
- A follow-up review, conducted continuously, that:
  - Evaluates the degree to which the safety education program was effectively delivered in response to legal mandate, community need, and district plan,
  - Evaluates the degree to which the program has achieved desired short- and long-range goals of risk reduction,
  - Evaluates the degree to which desired learner outcomes were achieved.

Effective evaluation requires that everyone involved in a program participate in the evaluation process. Those who should be included in the evaluation procedure are the:

- Advisory committee,
- Teachers,
- Students,
- Resource persons,
- Parents,
- Administration,
- Community representatives.

Formal, informal, group, and individual evaluation should take place on a continuous basis. Students must be involved in evaluation throughout the instructional process of safety education in order for it to have meaning and impact. Evaluation is not only a tool to measure curriculum effectiveness, but it also helps to define the content.

The system of safety program evaluation must be designed to assess primarily what effect the program has had on reducing risks for the student, rather than determining the student's academic skill level. The options for the evaluation format for safety education must be open. The nature of safety education encourages full participation of all individuals regardless of personal circumstances. Success can be achieved by everyone. The evaluation tools must be designed to insure maximum opportunity for all to demonstrate the acquisition of knowledge and skills, as well as to show attitudes that have been developed and safe behavior that has been achieved. Students with handicapping conditions must be provided alternative testing techniques, when appropriate. These techniques allow such students to demonstrate their knowledge and skills without being limited by their handicapping conditions.

Evaluation is usually agreed upon by those involved in carrying out the process and by those supervising. Effective evaluation often combines deadlines with expected outcomes as a way of measuring the progress toward instructional goals.

Evaluation in safety education must measure the immediate impact of instruction by determining to what degree increased safe living is occurring. The content of the safety curriculum lends itself to ready measurement of outcome through observation and assessment of the students' behavior and attitudes. How they use bicycles, observe traffic rules, play, handle dangerous tools, follow rules, respond to drugs, avoid hazardous situations, protect themselves, and discuss safety-related issues are all daily indicators of the effectiveness of a good safety education program. In addition, many curricula materials are available in safety-related areas that describe activities and include tests to evaluate knowledge, skills, attitudes, and behaviors.

# APPENDIX

## EDUCATION LAW

## REGULATIONS OF THE COMMISSIONER OF EDUCATION

**Education Law 806.** Courses of instruction in highway safety and traffic regulation; school safety patrols. 1. The regents of The University of the State of New York shall prescribe courses of instruction in highway safety and traffic regulation which shall include bicycle safety, to be maintained and followed in all the schools of the state. The boards of education and trustees of the several cities and school districts of the state shall require instruction to be given in such courses, by the teachers employed in the schools therein. All pupils attending such schools shall attend upon such instruction.

Similar courses of instruction shall be prescribed and maintained in private schools in the state, and all pupils in such schools shall attend upon such courses. If such courses are not so established and maintained in a private school, attendance upon instruction in such school shall not be deemed substantially equivalent to instruction given to pupils of like grade in the public schools in the city or district in which such pupils reside.

2. The regents shall determine the subjects to be included in such courses of instruction in highway safety and traffic regulation including bicycle safety, and the period of instruction in each of the grades in such subjects. They shall adopt rules providing for attendance upon such instruction and for such other matters as are required for carrying into effect the teaching of the courses of instruction prescribed by this section. The commissioner of education shall be responsible for the enforcement of such section and shall cause to be inspected and supervise the instruction to be given in such subjects. The commissioner may, in his discretion, cause all or a portion of the public school money to be apportioned to a district or city to be withheld for failure of the school authorities of such district or city to provide instruction in such courses and to compel attendance upon such instruction, as herein prescribed, and for a noncompliance with the rules of the regents adopted as herein provided.

3. Any board of education or school district board is empowered to organize in the school over which it has control a school safety patrol and, with the written consent of the parents, to appoint pupils as members thereof for the purpose of influencing and encouraging the safe use of highways and highway crossings and bicycles by the pupils of the school. Nothing herein contained shall be construed to authorize or permit the use of any safety patrol member for the purpose of directing vehicular traffic nor shall any safety patrol member be stationed in that portion of the highway intended for the use of vehicular traffic. Such patrol shall function only under the direction and control of the principal or teacher in charge of such school. No liability shall attach either to the school district or any individual, trustee, board member, superintendent, principal, teacher or other school authority by virtue of the organization, maintenance or operation of a school safety patrol organized, maintained and operated under authority of this section.

**Commissioners Regulation 107.1** Safety education. Instruction in safety education, including highway and traffic safety, and bicycle safety shall be given to all pupils in both elementary and secondary grades; such instruction shall be made a definite part of the school program either as a special subject or in connection with instruction in other subjects; comprehensive plans for safety education shall be organized by local school authorities including highway and traffic safety, bicycle safety, home safety, recreational safety, industrial and occupational safety, and school safety, to insure the development of safety habits in all the varied activities of everyday life; and the instruction in safety education shall be given for not less than 30 periods, or the equivalent thereof, in each year in the elementary schools (grades 1 to 8), for not less than 30 periods, or the equivalent thereof, in each year in the junior high school (grades 7 to 9), and for not less than 15 periods, or the equivalent thereof, in each year of the senior high school (grades 10 to 12).

**Education Law 808**

1. The Commissioner of Education is hereby directed to provide and prescribe a course of instruction in fire and arson prevention relating to the protection of life and

property against loss or damage as a result of criminally initiated or other preventable fire, for use in the schools of the State, as prescribed by this section.

2. The board of education, trustees, principal or other person in charge of every public, private and parochial school in the State shall arrange for giving such course of instruction in every school under its or his control or direction. Such instruction shall be given to all of the pupils in every such school for a period of not less than forty-five minutes in each month during which such school is in session.

**Education Law 3623**

(1) .... The commissioner shall also establish and provide for the enforcement of rules and regulations requiring drills in safe boarding and exiting procedures and emergency drills to be conducted on all school buses and shall emphasize specific hazards encountered by children during snow, ice, rain and other inclement weather. All such drills shall include instruction in the importance of orderly conduct by all school bus passengers. A minimum of three such drills shall be had on each school bus during the school year, the first to be conducted during the first week of the fall term.

(2) The commissioner shall, after public hearing, promulgate rules and regulations requiring drills on school buses for those pupils who do not participate in such drills required by subdivision one of this section, and the commissioner may provide by such rules and regulations for instructional alternatives to carry out the purposes of this subdivision.

**Commissioners Regulation 156.3(h)**

(1) The drills on school buses required by Section 3623 of the Education Law shall include practice and instruction in the location, use and operation of the emergency door, fire extinguishers, first-aid equipment and windows as a means of escape in case of fire or an accident. Drills shall also include instruction in safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark, and move away from the bus after disembarking. Each drill shall include specific instructions for pupils to advance at least 10 feet in front of the bus before crossing the highway after disembarking. Each drill shall emphasize specific hazards encountered by children during snow, ice, rain and other inclement weather including but not necessarily limited to, poor driver visibility, reduced vehicular control, and reduced hearing. All such drills shall include instruction in the importance of orderly conduct by all school bus passengers with specific emphasis given to student discipline rules and regulations promulgated by each board of education. Such instruction and the conduct of the drills shall be given by a member or members of the teaching or pupil transportation staff. Pupils attending public and nonpublic schools who do not participate in the drills held pursuant to this paragraph shall be provided drills on school buses, or as an alternative, shall be provided classroom instruction covering the content of such drills.

(2) A minimum of three such drills shall be held during the school year, the first to be conducted during the first week of the fall term, the second between November 1 and December 31 and the third between March 1 and April 30.

(3) No drills shall be conducted when buses are on routes.

(4) The school authorities shall certify on the annual report to the State Education Department that their district has complied with this subdivision (h).

**Vehicle and Traffic Law 507**

1. Driver Education. Notwithstanding any other provisions of this article, a class 5 *or class 7 license* which ever is appropriate, may be issued to a minor seventeen years of age who has successfully completed a driver education course approved by the state education department and the commissioner in a high school or college. No such driver education course may be approved unless classroom training is provided by a person approved by the state education department and the commissioner. However, a school district may contract with one or more licensed drivers' schools to provide behind the wheel training, pursuant to regulations promulgated by the commissioner. The commissioner shall prescribe the requirements for licensing of such minors. A student enrolled in such an approved driver education course may operate a motor vehicle without holding a driver's license or a learner's permit while under immediate supervision of an instructor in such course or a driver's school instructor providing behind the wheel training in such a course, provided such operation is in accordance with the rules established by the commissioner. Every student who successfully completed such course in a day, evening, or summer school program offered by a public or private school shall receive certification of such completion on a certificate prescribed by the commissioner.

**Education Law 806-a**

Notwithstanding any other provision of law, all school districts providing instruction in driver education shall include in such instruction a driver safety component with an emphasis on the effects of alcohol and drug use. The commissioner of education, upon approval by the commissioner of motor vehicles, shall establish a curriculum for the alcohol and drug education component which shall include but not be limited to: instruction describing the hazards of driving while impaired or intoxicated; the penalties for alcohol related motor vehicle violations including sanctions set forth in the penal law that apply to homicides and assaults arising out of the operation of a motor vehicle while intoxicated and those sanctions set forth in the vehicle and traffic law relating to driving while intoxicated; and the medical, biological and physiological effects of the consumption of alcohol and their impact on the operation of a motor vehicle.

**Education Law 409-a**

1. The board of education, trustees, principal and other person in charge of every public or private school or educational institution within the state, wherein shops or laboratories are conducted providing instructional or experimental programs involving:

a. Hot solids, liquids or molten metals; or

b. Milling, sawing, turning, shaping, cutting, or stamping of any solid materials; or

c. Heat treatment, tempering, or kiln firing of any metal or other materials; or

d. Gas or electric arc welding; or

e. Repair or servicing of any vehicle; or

f. Caustic or explosive chemicals or materials, shall arrange for and require, in accordance with regulations of the commissioner, that every student and teacher participating in any such program wear eye safety devices at the time and under the conditions prescribed in such regulations.

2. The commissioner shall by regulation prescribe the safety standards to be met before the use of any eye safety device may be required and shall include in such regulations relating to the times and conditions when and under which such eye safety devices shall be worn.

3. Visitors to such shops or laboratories shall be furnished with and required to wear such eye safety devices at the times and under the conditions prescribed in such regulations while in such shops or laboratories.

**Commissioners Regulation 141.10**

(a) It shall be the duty of the board of education trustees or person in charge of every public and private school and educational institution in this State to provide eye safety devices for the protection of employees, pupils and visitors and to require that such devices be worn in shops or laboratories whenever such persons are in dangerous proximity to a potential eye hazard. In shop or laboratory situations where the activity is such that hazards may develop without warning, safety devices must be worn by all persons in the area.

(b) A potential eye hazard is deemed to be present in any situation where there is a possibility of an eye injury or impairment of sight and shall include, but not be limited to, activities in a shop or laboratory involving:

(1) hot solids, liquids or molten metals; or

(2) Milling, sawing, turning, shaping, cutting, or stamping of any solid materials; or

(3) Heat treatment, tempering, or kiln firing of any metal or other materials; or

(4) Gas or electric arc welding; or

(5) Repair or servicing of any vehicle; or

(6) Caustic or explosive chemicals or materials, shall arrange for and require, in accordance with regulations of the commissioner, that every student and teacher participating in any such program wear eye safety devices at the time and under the conditions prescribed in such regulations.

(c) Eye safety devices within the meaning of this section shall include face shields, goggles, safety glasses, welding helmets, hoods and other specialized equipment in compliance with the American national Standard Practice for Occupational and Educational Eye and Face Protection, 287.1-1968, promulgated by the American National Standards Institute, Inc.

(d) It shall be the duty of the board of education, trustees or person in charge of every public and private school and educational institution to insure that said devices are properly repaired, cleaned and stored. Procedure should be adopted to prevent the spread of germs or diseases when the user changes.

## ACCIDENT ANALYSIS FOR SAFETY EDUCATION PROGRAM DEVLOPMENT

Although the development of a district plan must follow the mandates, it should also be based on local needs and feedback from the success in safety education instruction. Educational administrators must see the advantages of analyzing accident statistics as a way of developing educational safety programs. For this to occur, a districtwide accident reporting system should be implemented, continuously monitored, and analyzed by the Safety Education Coordinator and others involved in the program.

The outcomes of the program should extend well beyond reducing accidents. Knowledge of frequency, place, time, and type of accidents that have occurred in the district can help insure the relevance and appropriateness of the curriculum. The analysis of accident statistics can also help evaluate the effectiveness of a safety education program by indicating a reduction in accidents after the safety program is implemented. A sample Student Accident Report Form is included in the Appendix. This form or a similar one can be valuable in recording data necessary for an analysis.

The importance of analyzing accidents or other aspects of safety cannot be overemphasized. School districts must be responsible for insuring that effective safety education takes place.

## SAMPLE STUDENT ACCIDENT REPORT FORM

1. Name _____ Home Address _____

2. School _____ Sex: M__ F__ Age____ Grade _____

3. Time of Accident _____ a.m. _____ p.m.

4. Place of Accident: School Bldg. ____ School Grounds ____ Other _____

5. Location of Accident (Please specify:): _____

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6. Nature of Injured

| | | | | |
|---|---|---|---|---|
| Abrasion | ____ | Fracture | ____ | Description of the Accident |
| Asphyxiation | ____ | Poisoning | ____ | |
| Bite | ____ | Puncture | ____ | |
| Bruise | ____ | Scalds | ____ | |
| Burn | ____ | Scratches | ____ | |
| Cut | ____ | Shock | ____ | |
| Dislocation | ____ | Sprain | ____ | |

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Part of Body Injured

| | | | | |
|---|---|---|---|---|
| Abdomen | ____ | Foot | ____ | Description of the Injury |
| Ankle | ____ | Hand | ____ | |
| Arm | ____ | Head | ____ | |
| Back | ____ | Knee | ____ | |
| Chest | ____ | Leg | ____ | |
| Ear | ____ | Mouth | ____ | |
| Elbow | ____ | Nose | ____ | |
| Eye | ____ | Scalp | ____ | |
| Finger | ____ | Wrist | ____ | |

---

7. Teacher in charge when accident occurred (Enter name): _____

Present at scene of accident: No __ Yes __

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8. Immediate Action/ Treatment Undertaken

Name of staff member(s) rendering aid: _____

Describe first aid rendered (Include times): _____

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9. Disposition:

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a. Immediate Care Sought: (Check all appropriate):

_____ Ambulance (Specify Company) _____
_____ Fire Dept./Paramedics (Specify Company) _____
_____ Parent/Guardian called (Specify Time) _____
_____ Other (Specify) _____

b. Destination (Check one)

_____ Hospital (Specify) _____
_____ Physician's Office (Specify) _____
_____ Other (Specify) _____

c. Transportation (Check one)

_____ Ambulance/Paramedics _____
_____ Private Transportation-Parent _____
_____ School Transportation _____
_____ Other (Specify) _____

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10. Actions Taken to Prevent Future Incidents — Describe all appropriate:

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11. Witnesses a. Name _____ Address: _____

b. Name _____ Address: _____

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SIGNED _____ _____
Principal Teacher

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From: *Handbook for Schools*, New York State Education Department Emergency Health Services, 1983 edition.

# STATEMENT OF REGENTS GOALS FOR ELEMENTARY AND SECONDARY SCHOOL STUDENTS (1984)

The Regents Statement of Goals for students includes skills and characteristics that each student should acquire through education. Responsibility for education is shared by the family, schools, and other organizations in each community. The Regents goals can be realized only through a concerted effort by all of these. The *Action Plan to Improve Elementary and Secondary Education Results in New York* focuses on the actions schools can and must take to help students meet these goals.

Our Action Plan is directed toward what children in New York should be, should know, and should be able to do. Our expectations and standards set for them reflect an anticipation of the knowledge, skill, and capacity they must have to meet ever more rigorous challenges for employment and economic competition; for carrying their obligations in the governance of our democratic republic; for meeting their responsibilities to family, self, and community; and for the perpetuation of culture and civilization in New York.

The goals, expectations, and aspirations to be realized through the schools are the same for all. However, all children are not the same. They have different talents and abilities, interests and emotions, strengths and weaknesses. For each individual, we desire an educational system that will both stimulate and urge the full development of potential. We must, therefore, provide considerable choice and flexibility for each student together with basic requirements. We want each child to develop self-confidence and a belief in the success in learning. We want each to develop a capacity for continued self-learning. We want each to develop self-discipline and a sense of decency and responsibility.

In order to put those objectives for self-development in the perspective of what is necessary for the individual to contribute to and succeed in society, we have the more general standards and credentials of what each child and that child's own school needs to prepare the child to take part in a broader community.

The specific statements of goals that follow are all in terms of our expectations for students. They start with a first priority on language – the capacity to communicate that underpins all other learning. These statements of goals are, in turn, translated in this Plan to courses, subjects, disciplines, and methods of inquiry for examining the world. Taken together the goals represent our judgments or choices for the meaning of a total elementary and secondary education.

1. Each student will master communication and computation skills as a foundation to:
   - 1.1 Think logically and creatively.
   - 1.2 Apply reasoning skills to issues and problems.
   - 1.3 Comprehend written, spoken, and visual presentation in various media.
   - 1.4 Speak, listen to, read, and write clearly and effectively in English.
   - 1.5 Perform basic mathematical calculations.
   - 1.6 Speak, listen to, read, and write at least one language other than English.
   - 1.7 Use current and developing technologies for academic and occupational pursuits.
   - 1.8 Determine what information is needed for particular purposes and be able to acquire, organize, and use that information for those purposes.
2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications.
   - 2.1 English language and literature.
   - 2.2 History and social science.
   - 2.3 Mathematics.
   - 2.4 Natural sciences and technology.
   - 2.5 Language and literature in at least one language other than English.
3. Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:
   - 3.1 Ways to develop knowledge and appreciation of the arts.
   - 3.2 Aesthetic judgments and the ability to apply them to works of art.
   - 3.3 Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups.
   - 3.4 Ability to produce or perform works in at least one major art form.
   - 3.5 Materials, media, and history of major art forms.

3.6 Understanding of the diversity of cultural heritages.

4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:
   4.1 Knowledge of American political, economic, and social processes and policies at national, state, and local levels.
   4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems.
5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:
   5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights.
   5.2 Respect for self, others, and property as integral to a self-governing, democratic society.
   5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.
6. Each student will develop the ability to understand and respect people of different race; sex; ability; cultural heritage; national origins; religions; and political, economic, and social background and their values, beliefs, and attitudes.
7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.
8. Each student will develop general career skills, attitudes, and work habits and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.
9. Each student will learn knowledge, skills, and attitudes that enable development of:
   9.1 Self-esteem.
   9.2 The ability to maintain physical, mental, and emotional health.
   9.3 Understanding of the ill effects of alcohol, tobacco, and other drugs.
10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

## STUDENTS WITH HANDICAPPING CONDITIONS

The Board of Regents, in revising the Part 100 Regulations of the Commissioner, has stated: "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses, and requirements.

The majority of students with disabilities have the potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

It is equally important that teachers providing instruction through this syllabus/curriculum be familiar with how the process of special education is implemented. This appendix will provide clarification as to how students with handicapping conditions participate in both regular and special education programs. The coordination and integration of both of these programs is essential for the benefit of all students.

### Providing Special Education

A student who is suspected of having a handicapping condition that adversely affects the student's educational performance must be referred to the Committee on the Handicapped (COH) by either the student's parent; a professional staff member of the school; a physician, a judicial officer; the Commissioner or designee of a public agency with responsibility for welfare, health, or education of children; or the student, on his or her own behalf, if he or she is 18 years of age or an emancipated minor. The referral must be in writing.

The COH then must proceed to conduct an individual evaluation. This evaluation is a comprehensive assessment, which is used by the COH to determine whether the student has a handicapping condition that adversely affects the student's educational performance. If the Committee on the Handicapped determines that the student is eligible for special education, the COH and the student's parents develop an individualized education program (IEP). This recommendation must include:

- Present levels of performance and individual needs according to the four criteria areas of academic, social, and physical development and management needs,
- Classification of the handicapping condition,
- Annual goals,
- Recommended program, class size, extent of participation in regular education,
- Projected date for initiation of special education, amount of time per day, and projected review date,
- Specialized equipment and adaptive devices,
- Testing modifications,
- Recommended placement.

Following the COH recommendation, the Board of Education (BOE) has 30 school days to arrange for implementation. After the student enters the program, a planning conference is held to complete the development of the IEP by adding short-term objectives and objective criteria and evaluation procedures for determining whether the instructional objectives are being met. The student's program is reviewed at least annually, and the student receives a comprehensive reevaluation at least every three years.

The entire process has corresponding timelines and due-process procedures for each step.

As the Committee on the Handicapped makes its recommendation for appropriate programs and placements, careful consideration is given to the concept of the least restrictive environment. The concept of least restrictive environment has three key components:

- Special education needed by the student – This means that the recommended program of a handicapped student must meet his or her individual needs. This ensures that any placement into either special or regular education programs must be appropriate. If a student is recommended for participation in a regular education setting, then the stu-

dent should be able to benefit from such instruction.

- Participation with nonhandicapped peers to the maximum extent appropriate – Consideration of this component ensures the integration of handicapped students with their nonhandicapped peers, whenever appropriate to their individual needs.
- Proximity to the student's place of residence – Consideration of this component maximizes the potential interaction between parents and school, as well as the student's interaction with other students in the home/ school area.

The concept of least restrictive environment is important for all educators to understand. Its intent is to include handicapped students in the total educational system whenever possible, but it also ensures that such placements must be appropriate. Therefore, any placements that would seem to be inappropriate should constitute a referral to the COH for reconsideration.

The teacher providing instruction through this syllabus/curriculum has the opportunity to provide an educational setting that will enable the students to explore their abilities and interests. Instruction could be provided to handicapped students either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to handicapped students recommended by the COH as being able to benefit from instruction in a regular educational setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the need of those students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, school nurse teacher, administrators, the Committee on the Handicapped, or a student's IEP.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as for the total school environment.

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques, as necessary. Handicapped students may be provided alternative testing techniques, as necessary, on statewide tests and district testing programs. The consistent use of alternative testing techniques, as necessary, is important for providing handicapping students the opportunity to demonstrate their knowledge and skills without being limited by their handicapping conditions.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of handicapped students to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teaching techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue the high school diploma.

## REGIONAL POISON CONTROL CENTERS

### Listings of Hospitals and Related Institutions

| HSA 1 | Hospitals or Institutions | Telephone |
|---|---|---|
| Buffalo | Children's Hospital<br>219 Bryant Street<br>Buffalo, NY 14222 | (716) 878-7654 |
| **HSA 2** | | |
| Rochester | University of Rochester<br>Medical Center<br>601 Elmwood Avenue<br>Box 321<br>Rochester, NY 14642 | (716) 275-5151 |
| **HSA 3** | | |
| Syracuse | Upstate Medical Center<br>750 E. Adams Street<br>Syracuse, NY 13210 | (315) 476-7529 |
| **HSA 4** | | |
| Binghamton | Binghamton General<br>Hospital<br>Mitchell Street<br>Binghamton, NY 13905 | (607) 723-8929 |
| **HSA 5** | | |
| Schenectady | Ellis Hospital<br>1101 Nott Street<br>Schenectady, NY 12308 | (518) 382-4039 |
| **HSA 6** | | |
| Nyack | Nyack Hospital<br>North Midland Avenue<br>Nyack, NY 10960 | (914) 353-1000 |
| **HSA 7** | | |
| New York City | New York City Poison<br>Control Center<br>Department of Health<br>455 First Avenue<br>New York, NY 10016 | (212) POISONS<br>(212) 340-4494 |
| **HSA 8** | | |
| East Meadow | Nassau County Medical<br>Center<br>2201 Hempstead Turnpike<br>East Meadow, NY 11554 | (516) 542-2323 |